

THE MICHIGAN LIBRARIAN

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GREETINGS

TO ALL LIBRARIANS IN MICHIGAN:

The Michigan Library Association has reached a milestone in its history and has celebrated its fiftieth anniversary.

It certainly was inspiring to see eighteen presidents, past and present, seated as honored guests at this year's annual banquet. We regretted that all the other living past presidents could not have been there, but their greetings made us feel their presence.

From the earliest pioneer efforts in the library field, all these presidents have made far-reaching contributions to the development of library progress in our state to the end that we can speak with definite pride of the achievements of our Association in this fifty years of its existence.

With a membership of over eleven hundred, Michigan ranks fourth among state library associations. In a comparatively short span of time the membership has doubled, and the stimulus can be attributed to a constantly expanding program, which has kept the interest live and vigorous over the years.

What are the high lights?

Legislation passed which provided for state-aid grants and for a State Board for Libraries; the *Michigan Librarian* was adopted as the official organ of our Association; an active Junior Members group has been formed; certification for school librarians is soon to become effective; a Trustees Section has been organized; a district organization has brought all sections of the state closer together, and a series of summer institutes, designed to benefit untrained librarians in the smaller communities of the state, has been successfully launched.

In mentioning any accomplishments of our organization, it must certainly be said that only first steps have been taken. Library service must reach the more than one million people in this state who at present do not have access to books or libraries. Our Trustees Section must be developed. Our legislation must be made stronger. Unlimited possibilities for development await us in the next half century.

The future presents a great challenge. That challenge is ours, librarians of Michigan. Let us continue to cooperate with firmness and conviction in promoting a program which will make us worthy of our heritage.

DOROTHY T. HAGERMAN, *President*
Michigan Library Association

THE SCHOOL LIBRARY *in* COMMUNITY EDUCATION

By C. IRENE HAYNER

THE place of the school library in community education grows out of the responsibilities and advantages of both its parent institutions, the school and the public library. Its responsibility begins as soon as school experience begins—at kindergarten or nursery school, and it lasts as long as life lasts. Its opportunity may even reach into the home before children go to school through books carried home by older brothers and sisters.

Through its picture books, its folk tales and fairy stories, it may well lay the foundation of good taste and appreciation of the best in color, in beautiful word patterns, in literary inheritance from the past. By its presentation of attractive, vivid, and varied materials it may well be the means of starting boys and girls to read as one of the natural accepted activities of life instead of leaving them to find their recreation in other activities and associate reading only with study in school as an unpleasant requirement.

Just as the part which the school library plays begins where and when school begins, so it parallels school education as long as schooling continues. In this sense college and university libraries are as much school libraries as elementary or high school

libraries. And so they are, although we use the term "school libraries" usually to mean only those in elementary and secondary schools. College and university libraries fulfill the same functions in and bear the same relation to their institutions as elementary and secondary school libraries do to theirs.

NEED TO EXPAND AIMS

As boys and girls go from elementary schools to high schools and colleges, the library furnishes supplementary material for more and more serious and complicated class work; it furnishes background information and suggestive or inspirational ideas for activities and leadership in student government organizations, school clubs, athletic teams, etc.; and it accompanies, or leads, as the case may be, the ever widening interests of developing minds both in academic work and in activities outside the classroom and school.

Probably it is only as the school library accomplishes this last aim of meeting the constant and increasing needs of its patrons as they develop, that it really takes its full and rightful place in community education. After all, as long as pupils and teachers think of the library as a place where they can find only the help necessary for solving school problems, so long it is going to be associated in their minds only with school work. Then when the school day or year is over, their thought of the school library will be over, too. It is just like another text-book in which they can find the answers to their assignments or get help for the next Student Council meeting. They will not dream of the possibility of finding in it directions for making a midget automobile, help in learning how to dress and put on make-up, suggestions for earning money, or discussions of the problem of "petting."

It is of such problems as these, however, that the lives of young people are made up.

EDITOR'S NOTE: *Seldom in the history of our country has there been such widespread discussion of social and civic responsibility as today when the ideals of democracy are being challenged throughout the world. "The foundation of every state," said Diogenes, "is the education of its youth." Miss Hayner holds that the school library plays a determining part in this education and that its responsibility does not end with the school but embraces many obligations to the community in building social and civic responsibility among its citizens.*

To be sure they have required reading in English, term papers in social studies, and the study of circulation in frogs in biology, but underneath these activities are their problems of how they shall earn some money, how they can make themselves popular with their boy or girl friends, how they can "make" some cherished club, how they can please their parents, how they can get satisfaction in some chosen field of work. It is in meeting these underlying, personal, heartfelt needs that the school library really takes its place in community education—if it does at all. It is through meeting these needs that it proves to young people that it exists for the sole purpose of furnishing whatever help can be furnished through the world of print on any and all problems of life, however trivial or great.

OPPORTUNITIES FOR SERVICE UNLIMITED

Its opportunity to prove this is unexcelled, and its opportunity to help young people in solving their problems is limited only by the vision of its librarian and the vision of the school administrator. It is convenient to boys and girls—at their elbow all day long; it has no cause for antipathy from its patrons, as teachers and class advisers often have in assignments and obligations which must be met regardless of interest; it has no requirements of money, good clothes, fine speech. All its patrons need do is walk in and tell what they want. If the information is in the library, and the librarian is not too tired or too much interested in other things to help them, it is theirs for the asking.

In many communities the public libraries are fitting up special rooms to meet the reading needs of young people. The excellent work at Denver was written up recently in the *A.L.A. Bulletin*.¹ Does it not seem to you that this is something which school libraries rather than public libraries should be doing, at least for in-school youth? We have the boys and girls right in our buildings traveling past our doors every day. Is it not more easy for us to show them the value of books and reading than for public librarians who have first to lure them into their

buildings? And if we cannot show them any value in books except as adjuncts of a classroom, are we not failing signally in meeting our responsibility?

Every study that has so far been made of the continuance of library use by boys and girls after they leave high school has shown that a very small percentage go on using the public library. Now whose fault is that, if not that of the school librarians? Evidently we do not or cannot demonstrate enough of interest or value in the school library so that when boys and girls leave school they ever want to go into a library again. Of course, it is true that a great many of these young people go to work when they leave school so they have little time, but we know that these are only a small proportion. By far the most of them have time hanging heavy on their hands, but instead of ever considering reading as a possibility for either pleasure or profit in their spare time, they play corner-lot baseball, or shoot craps, or form alley gangs to dream of adventure.

OBLIGATIONS TO THE COMMUNITY

Our school libraries have far more of an opportunity and responsibility than they have so far dreamed of. It seems to me we have certain obligations to our communities which we alone can fulfill, and that we may well be held accountable as librarians if we make no effort to meet them. Let me name a few.

1. We must provide books, magazines, pamphlets, pictures that answer young people's questions, not only classroom questions but other questions as well: etiquette and ethics; how to make money; how to get an education in some line that will give them opportunity to make a living; how to adjust themselves to social standards around them; how to develop clean, healthy bodies and minds; and how to become respected citizens and leaders in their community group. Yes, I know, you say we don't have money, but we can do a very great deal more than we do if we take advantage of free and inexpensive printed materials available and if we have the problem on our minds.

2. We must give real opportunity for self-development and social responsibility. Li-

¹Nichol, Isabel. "Denver Increases Work with Young People." *A.L.A. Bulletin*, 34:235-238, 302, April 1940.

brarians have always included in their lists of objectives "training in citizenship." Do we actually train in citizenship as much as we might? We are all complaining of the difference between the young people we are now getting in our high schools and those we had a few years ago. There is more carelessness in the use of books, more mutilation and destruction, less respect for books and magazines as public property. But are we doing anything about it? Or are we merely complaining, and locking up our more valuable materials where pupils cannot have access to them until they learn to take proper care of them? Needless to say, the latter course merely evades the issue. I wonder if we took pupils more into our confidence in solving our problems and gave them some of the responsibility of caring for the materials, perhaps even mending or replacing the damaged ones, if they would not have more consciousness of what public property and public responsibility mean. I believe we shoulder too much of the responsibility for our young people. More of it they could well assume themselves, with increased appreciation of its meaning.

The Regents Inquiry in New York State pointed out in several of its reports that schools do not educate our boys and girls realistically. One of these reports concerned the matter of student government. It was recommended that pupils be given a larger share in control of student affairs in order to give them a better understanding of the real problems of democratic government in larger groups of society.

3. We must bring our school libraries into a closer relation to the community as a whole. About 59 per cent of our high schools are a part of centralized schools. In these schools it is usually true that no other library facilities are available in the community, or, if they are available at all, they come through state or county library service and are extremely meager. In such situations it seems obvious that the school library should consider itself responsible for serving the fathers and mothers and sisters and brothers of its pupils as well as the pupils themselves. The school is a natural community center from which information is dis-

tributed throughout the area.

In a way it is almost equally true of a school in a town or city that it is a center for family information and interest. Many are the books carried home for the parents. For example, in our own school, when Stallings *First World War* was new, it went out night after night with children who said their parents wanted to see it. The same is true with *You Have Seen Their Faces*, and the yearbooks of the U. S. Department of Agriculture.

If this is true, there should be considerable material in the library that the community wants or needs disseminated—perhaps agricultural pamphlets, perhaps material on good roads, or coöperative associations, better housing, political responsibilities, land conservation, world peace, etc. If the school is awake to its community obligations, it is including discussions of such problems in its curriculum. If so, the library will need to provide material about them for the pupils, but it will need also to provide such material for the parents.

4. We must bring our school libraries closer to the community by building up interest in the natural and human resources of that community. One way in which we can develop an increased appreciation of these resources is by exhibits. There can be photographs or charts of the community's birds, trees, animal life, its geology, archaeology, and history. There can well be frequent exhibits of things made in the community by various industries or groups of citizens, or exhibits of the work of individuals with special talents or hobbies. These are not only surprisingly educational but they also make us appreciative of the people around us. Such interest in community groups may be well repaid by increased interest of these groups in the school and the library.

Have you read of the exhibits of labor pamphlets and other labor materials recently held in Minneapolis and New York City? Did you read of the surprise and suspicion of the labor groups at first, because the public libraries were actually displaying such materials? They had always believed that libraries were not for them. The exhibits were extremely popular and brought many

new patrons into the libraries from an entirely different group in the community.¹

5. We must show ourselves more interested in other community recreational and educational institutions. We must feature information and news about them regularly and as fully as possible. Take, for example, good radio and movie programs. This is usually merely a matter of having the library put on the mailing lists of certain radio broadcasting companies and moving picture distributors for their advertising announcements. Yet there are comparatively few school libraries that try to advertise the better radio programs. As a rule the movies do not need advertising, although this is done by some of the inexpensive discussion material coming out in connection with them. This discussion material increases appreciation of their better features and furnishes background for discrimination. Such materials are attractive and can well be advertised more.

Other events of community interest such as 4H Club contests, Boy Scout honor courts, and community "drives" for various objectives like the community chest should likewise be advertised through the library.

COÖPERATION WITH PUBLIC LIBRARY NEEDED

There should, also, be frequent and obviously close coöperation with the public library. The school librarian should know what is in the public library and in what sections it supplements the school library so that she can honestly say to a boy or girl who wants something not in her own library, "You can get that at the public library." Then she should follow up the inquirer to see whether he does get it or not. Frequently she can call the public library to say that she is sending a certain student to them for material on a particular subject. In some cities like Cleveland an informal printed form is used. "This to introduce Jack Smith to you. He is especially interested in aviation." Such a device has everything to gain and nothing to lose for both libraries. It helps the boy or girl to bridge the gap and make an unfamiliar and therefore difficult contact.

¹Flexner, Jennie M. "Here is Labor." *Library Journal*. 65:275-277, April 1, 1940.

Perhaps these five obligations to our community are sufficient to show what I mean by responsibilities which school libraries can meet possibly better than any community institution.

The place of the school library in community education is no small one. It begins with the child who first looks at picture books and it never ends. The school library has a determining part in fostering a taste for reading for pleasure, in developing an appreciation of books as a source of information, in building up local pride and ideals of social responsibility, and in encouraging consideration of social problems. If it fails to see its opportunity or shifts the responsibility to other organizations, it will probably mean that books continue to be one of the less popular means of pleasure and information in the community. If it succeeds in doing its work well, its patrons will continue as public library patrons, book lovers and book users, and as interested, useful, responsible citizens all their lives.

Mrs. Dearing Appointed To State Board

MICHIGAN librarians have expressed great pleasure in the appointment last July by Governor Luren D. Dickinson of a member of the profession on the State Board for Libraries to fill the vacancy left by Mrs. Byron D. Niles of Lansing whose term expired June 24, 1940.

Mrs. Florence B. Dearing, Librarian of the Crompton Public Library, Hartland, who succeeds Mrs. Niles, is familiar with the professional library problems in the state having been actively engaged in the program of the Michigan Library Association to develop and extend library service in Michigan. Her work on the Committee on Institutes and In-Service Training which planned and carried through the two successful institutes for librarians held last summer will be remembered. She served as hostess to the Institute at Waldenwoods.

Mrs. George G. Hunter of St. Johns is the present chairman of the Board and J. Adrian Rosenberg of Jackson its vice-chairman.

The Michigan Librarian

ONE NEW *for* FIVE OLD

By ZOE WRIGHT

THIS is the story of forgotten books—books tattered and torn and laden with dust; books from folks' attics and cellars, from schools and libraries; books that were ancient, shelf-worn, and obsolete.

There were literally thousands such old books on the shelves of schools, homes, and libraries in the seven counties in southwestern Michigan where the W. K. Kellogg Foundation is engaged in educational activities that lead to the "health, happiness, and well-being of children." People had long since lost interest in these useless books . . . but, at the same time, children and adults alike were crying for *new* books to read—and making themselves heard.

How can one profitably rid crammed book cases of dusty material? This question disturbed people of the communities to such a degree that finally it was brought to the attention of the staff members of the W. K. Kellogg Foundation in hopes that something could be done.

Mildred Batchelder, Chief of the School and Children's Library Division of the American Library Association, was called in for a conference. As a result of a meeting held with officers of the Foundation, an inspiration was born and the "one-new-book-for-five-old-ones, published-before-1930" campaign was launched. Some called it a book scavenger hunt—others a book blitzkrieg.

The point is that the results were astonishing.

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EDITOR'S NOTE: *Attracting national attention in educational and library circles is this most amazing experiment in books recently conducted by the W. K. Kellogg Foundation in the seven Michigan counties participating in its Community Health Project. It marks a trail blazed in community coöperation which may have far-reaching results in both school and public library planning in the future.*

ing. One was reminded of the fantastic tale of the Pied Piper of Hamelin, for at the sound of the piper's pipe—

You heard as if an army muttered;
And the muttering grew to a grumbling;
And the grumbling grew to a mighty rumbling;
And out of the houses the (books) came tumbling.

COLLECTING OLD BOOKS

A representative committee from each of the seven counties, later called the Central Library Board, was chosen to plan a procedure for the book collecting, and the idea of a "Library Day" was inaugurated. This is how it went.

First, in order to safeguard any chance of destroying rare books, or books of historical value, the Central Library Board contacted committees from the Clements Library and the Michigan State Historical Collection of the University of Michigan, Ann Arbor, and the Michigan State Historical Society at Lansing. These people spent hours examining books before the final day in each county celebration. Contrary to belief, no rare books were discovered. Most of the books collected were textbooks of various kinds, dating back to the nineteenth century. However, a collection of some 3000 volumes of some historical value were found and these were donated to the agencies by the individual counties.

Van Buren County on Lake Michigan was ready first, and May 1 was designated as its Library Day. One might recall the disagreeable trick "Old Man Weather" played in trying to dampen the spirits of some thousand people who gathered at Lawrence, Michigan, to witness this unusual occasion. But no!—rain, sleet, and snow did not erase the joy and abandon from the faces of young and old who participated in making this a day one would never forget, and to set a high standard for the other six counties to surpass. People had thought a possible few hundred books would be collected. When

the final list (consisting not only of title but of the author, publisher, and date) was totaled, it was realized that an unbelievable number of old books had been collected and turned in—167,520 of them! Huge transport trucks from the Kalamazoo Paper Mills were on hand to make the final disposal of the spoils. The money collected was turned over to the county committee to be used in any way they wished, provided it in some way benefited children.

Branch County was next to join in the hunt; their Library Day was held at Coldwater, May 11. A two-mile parade was their method of celebrating—a parade of ancient jalopies filled to the roof with volumes yellowed with age . . . trucks . . . shiny new cars . . . trailers bearing such startling inscriptions as "These are books that Columbus had," and "Found in the Ark." Ninety-four thousand useless books were found in this county; these will be replaced by 18,800 new volumes of their own selection.

Calhoun's donation was 152,420 old books, given during their Library Day at Marshall on May 13. Then, in rapid succession during the next five days, came the other counties with their Library Days: over 4000 Allegan people gathered at the Fairgrounds to view the 182,000 age-worn volumes they had collected; the 108,991 obsolete books formed a fitting background on the auditorium platform at Hastings for a timely program given by interested young and old people from Barry County who overnight had become book conscious; the organized efforts of Eaton County brought forth a collection of 113,349 antiquated, worn-out editions at a demonstration in the 4-H Club building on their Fairgrounds; and finally Hillsdale turned over 180,000 dilapidated books which they wanted exchanged for a 36,000 volume timely, interesting collection in the one-for-five plan.

The amazing total of worn-out volumes collected from all seven counties participating in the Kellogg Foundation's Michigan Community Health Project was 911,577—nearly a million old books from 225,000 people! As promised, these old books are now being replaced by 182,239 new ones: *One new book for every five old ones.*

SELECTING NEW BOOKS

Representatives from each county were again called upon to help plan the major responsibility for the selection of so many new books. Standard lists were approved for guides in this selection, and each school and library was given a set to aid them in preparing their individual lists. Such aids as publications from the American Library Association; the *Standard Catalog for High School Libraries*; *By Way of Introduction*; *500 Books for Children*, by Nora Beust; Rue's *Subject Index for Readers and Intermediate Readers*; *Subject Index to High School Fiction*; *Subscription Books Bulletin*; *Graded List of Books for Children*; *Wilson Bulletin*; *Replacement List of Fiction* and approved current bibliographies were on the approved list.

Further procedures passed in review for the board to act upon to enable all participants to derive as much good as possible from the project. To insure whole-hearted coöperation, the following suggestions were made:

1. All requisitions for books were to include the following information: number of copies, author, title, publisher, copyright date, list price, and source.

2. The average list price was not to exceed \$2.00 each.

3. Titles were to be limited to bound books; but all textbooks, reference sets, dictionaries, and professional books, such as medical, dental, educational, etc., were to be excluded.

4. The rural communities of each County were to be divided into coöperating areas according to teachers' clubs or township units, other units to consist of individual cities and villages.

5. Each unit was to make out a list of books with the assistance of the teachers, pupils, and parents in the area. It was suggested that a few more books be placed on this list to allow for elimination.

6. After each local rural unit had formulated its selected list of books, the teachers in each coöperating area were to meet to compare and revise their lists to avoid unnecessary duplication.

7. Each coöperating area was to set up its own method of book exchange.

THE BOOK FAIRS

It was further suggested that Book Fairs be arranged for each county to provide the vehicle for community book selection. The time for these Fairs was set for the beginning of the school year. The week of September 8 was chosen by Hillsdale and Eaton Counties, September 15 by Van Buren, September 22 by Calhoun and Branch, and September 29 by Allegan and Barry.

A carefully selected collection of 5600 books was purchased to cover a wide variety of subjects suitable, not only for the pre-school child and his parents, but more specialized topics of interest and recreational reading for intermediate pupils, high-school students, and adults. These collections were augmented by displays of pamphlet material from the U. S. Office of Education, U. S. Department of Agriculture, Carnegie Endowment for International Peace, Michigan State College, and the University of Michigan. Numerous posters made by local students, as well as quantities of fall flowers donated by various clubs in each community, added color and attractiveness to each exhibit.

A group of library consultants was imported for the Book Fairs to aid teachers and librarians in their selection, to advise them in library techniques, and to demonstrate the value of story telling by conducting daily story hours. These consultants gave book talks to high-school groups, Mothers' Clubs, Commercial, Rotary and Kiwanis Clubs, and for the general public at the Book Fairs.

The Book Fair Consultants were: Miss RUTH RUTZEN, Chief of the Circulation Department of the Detroit Public Library; DR. WILLIAM MCKINLEY ROBINSON, Department of Rural Education, Western State Teachers College, Kalamazoo, Michigan; Miss ALICE FARQUHAR, Reader's Advisor, Chicago Public Library; MRS. MARIAN CARNOVSKY, former librarian at Enoch Pratt Library; Mr. JOHN R. TUNIS, author and lecturer, Rowayton, Conn., writer of stories for boys such as *Iron Duke*, *Kid from Tomkinsville* and *Sports For All*; Miss MYRA SOWELL, Professor of

Child Development and Parent Education, North Texas State Teachers College, Denton, Texas; MRS. H. M. MULBERRY, Library Chairman of the National Congress of Parents and Teachers, Chicago; Miss EDITH MOON, Librarian of the Foster School, Evanston, Ill.; MRS. RUTH HARSHAW, author, lecturer, educational advisor in the Book Shop of Chicago's Carson, Pirie, Scott & Company, formerly in charge of "The Bookshelf and the Cookie Jar" on Station WLS, Chicago, and now conducting radio programs for the Chicago Board of Education entitled "Battle of Books"; Miss ELIZABETH CULBERT, Children's Librarian from New York City, first assistant in story telling in the New York Public Library system under Mary Gould Davis; Miss NORA BEUST, School and Children's Library Specialist of the Office of Education, Washington, D. C.; Miss MILDRED BATCHELDER, Chief, School and Children's Library Division, American Library Association, Chicago; Miss IRENE HAYNER, Librarian, University of Michigan High School; Miss MARGARET ALEXANDER, Young People's Advisor, Enoch Pratt Library, Baltimore, Maryland; Miss ELSIE GORDON, Conley Branch Librarian at the Detroit Public Library; MRS. MILDRED WALKER, former librarian at Flint, but now representative from Gaylord's; and Miss DOROTHY COOK, Managing Editor of the *Standard Catalogs* of the H. W. Wilson Company, New York City.

It was estimated that approximately 42,000 visited the Book Fairs during the four-week period. Old and young viewed the colorful display of books with great interest. All were intent to replace the unreadables with new types of material, to continue the ever-growing desire to better each community through the printed pages of informative, recreational reading.

Teachers brought their pupils in buses and cars to partake in the business of selecting books for their own school. It was a significant sight to see groups of children everywhere eagerly handling the books and passing their comments on to the teacher; or to watch their intent faces during the exciting story hour; or to hear the spontaneous

(Continued on Page 22)

"I LIKE THIS BOOK

By ELIZABETH B. HAMILTON

BECAUSE--"

I HAVE recently seen a number of articles in different magazines with such titles as "Why Do Children Read?", "What Kind of Books Do Children Like?", "What is the Effect of Radio on Children's Reading?" These titles irritate me even when the articles themselves are interesting. Some day I'd like to write an article myself on "The Effect of Bridge on the Reading Tastes of the Suburban Mother"; and possibly another called, "The Radio and Its Influence on the Reading Habits of the Man of Forty-five."

Not that I feel that the radio has no effect on the reading tastes of children. I'm not convinced that it has a lasting effect, but, if it does have any, I think it is precisely the same for all of us. In the same way I think that the answers to the questions "Why Do Children Read?" and "What Kinds of Books Do Children Like?" will be exactly the same if we substitute the word "people" for the word "children."

This, of course, discounts entirely the question of mechanical difficulty in reading. No one likes to read a book which he does not understand. My own firm publishes a series of books called "The International Library of Philosophy and Psychology." One of those books is named *The Meaning of Meaning* and is very highly regarded by the people who can understand it. I remember that I picked it up once with the vague intention of discovering the meaning of *The Meaning of Meaning*, but that I did pick it up is all that I can recall about it. I happened to be

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EDITOR'S NOTE: *Children and grown-ups have the same reasons for their book tastes, they succumb to the same general reader appeals in the opinion of Mrs. Hamilton whose experience as editor of children's books at Harcourt, Brace and Co., New York, has led her into many interesting discoveries about what children and people in general like to read about.*

in a bookshop once and heard someone selling Sandburg's "Abe Lincoln Grows Up" to a lady who wanted a book for a six-year-old boy. I don't believe that boy will be an admirer of Carl Sandburg when he is older. But all the questions involved in our ability, whether we are six or sixty, to grasp the meaning of a printed page are questions I shall not here discuss.

ANALYZING READER INTEREST

In my work as an editor of children's books, I am constantly aware of the feeling that the realm of children's likes and dislikes in reading is a shadowy hinterland, unknown to all adults except perhaps a very few who have some magic formula which admits them. Literary agents send in a manuscript with the statement, "This seems good to us, but we really don't know anything about children's books." Authors of adult books say, "I'd like to write for children but I never could. I don't know what they like to read about." People I meet ask, "How do you know whether children will like a book when you decide to publish it?" The answer to that question is that I don't, not certainly. But then, neither do the editors of adult books know certainly that people will like the ones they choose. If they did, the average sale of all the novels published in the United States in any one year would be very much higher than the actual figure of 1,500 copies. There doesn't exist a reviewer or a publisher or a librarian who does not make mistakes about which books people are going to like and which they aren't. In general, however, the reasons why children like books are the same as the reasons why grown-ups like them; and I have had great fun analyzing some of these reasons.

This is not so easy. It is much easier to say why you *don't* like a book or a play or a movie, and to say it in concrete terms; but to come down to cases when you are

trying to say why you *do* like it is a different matter. A good many years ago when I was quite new in the publishing business I had a lesson in this matter of expressing concrete opinions which I'd never forgotten. This happened at my first sales conference, those all-day sessions at which each editor describes the books for which he is responsible to the sales staff. This particular sales meeting took place on a warm day in June and my turn came in the middle of the afternoon when everyone was hot and tired. I was feeling nervous anyway, but I got along well enough for the first books I talked about. Then, as I started on a new story for boys, my mind went hazy and I began by saying, "This is a swell story." That was as far as I ever got with the description of that particular book because everyone at the meeting burst into a roar of laughter which drove every idea I might have had out of my head. Later I found out that it was a tradition in our sales department that those words meant one of two things if a salesman used them—either that he hadn't read the book or that he was a very green salesman indeed.

READER APPEALS

It seems to me that there are certain universal appeals in books, what one might call "sure-fire reader appeals." The kind of thing I mean does not necessarily depend on literary quality. A certain amount of that must be assumed, although some books do have reader appeals with too little writing skill to back them up. But obviously, the more skill a writer has, the better can his words make on us the impression he intends.

In my hunt for "sure-fire reader appeals" I began by trying to decide on one definite concrete thing that had made me like a certain book. Of course, there are always lots of reasons for liking a good book. At first, pinning myself down to any definite one was like trying to herd a flock of sheep through a gate. My mind bolted off in all directions on the time-worn tracks of style, plot, characters, setting—grooves worn deep years ago by the critical essays I had to write in my school and college days. But at last I hit on a device which did produce definite

results, and since then I've been trying it on my friends. It really works. I began with very simple and often incidental appeals. I went back to books I had read some time ago and said to myself, "Here is the name of this book. Quick! What's the first thing you think of?" By using this on other people as well as myself I discovered quite a list of rather superficial things which nevertheless do have a sure reader appeal for many people. I'll mention just two of them. The first is storms. I happened on this when I thought about "*Lorna Doone*, a book I haven't looked at for twenty years at least. When I said to myself, "Quick! What do you remember when I say *Lorna Doone*?" my instant reaction was "The big blizzard." And I got this same answer from four other people.

We can all think of dozens of books, from Conrad to *In Hazard*, in which a description of a storm has made a lasting impression on us. The most recent I have read is in a book for children by Wilfrid S. Bronson called *Children of the Sea*. This is the story of a dolphin and his friendship with a little native boy who lives on the island of Nassau. Before that friendship starts, the dolphin is caught, with his herd, in the path of a hurricane at sea. Dolphins, of course, are mammals and must come to the surface of the water to breathe. During a storm they cannot swim down to quiet waters below the surface and stay there until the waves calm down, as fishes do. So the dolphin herd, guided by the big leader, heads directly into the wind and for a day and a night they dive through the walls of water before the crests break, slide down the dizzy slopes on the other side of the huge waves, and manage somehow to breathe when the air is not filled with flying spume and spray. This dolphin's eye view of a storm at sea is something I shall not soon forget.

Another subject which everyone likes to read about is food. Dickens was a past master of the use of this particular appeal. No one who has ever read Dickens can forget the toasted crumpets, the steak and kidney pies, the hot toddies described so engagingly.

Della Lutes, with her delightful *Country Kitchen* and the others, is a more recent

author who uses this universal appeal. Do you remember the brandy broth in *How Green Was My Valley* and all the other Welsh dishes which are described there? "My mother used to put the fresh trout on a hot stone over the fire, wrapped in bread-crumbs, butter, parsley, and lemon rind, all bound about with the fresh green leaves of leeks. If there is better food in heaven I am in a hurry to be there, if I will not be thought wicked for saying so." Not long ago a reviewer wrote me about a recently published story for boys, *Cap'n Ezra* by Adams, "I would have written you sooner," he wrote, "but I began that book one evening before dinner, and the descriptions of bear steak and flapjacks made me so hungry I just couldn't go on reading."

BROAD THEMES OF UNIVERSAL INTEREST

Desired Experiences. There are so many broader themes with universal reader appeal. There is the book in which the characters have experiences which we would like to have ourselves—*The Runaway Locomotive* and *The Fire Engine Book* for the little boy who is certainly going to be a fireman or a locomotive engineer some day; the love story with the happy ending; books like Richard Halliburton's in which the author gets far away from the tame existence most of us know; the "back-to-the-farm" school of fiction which reflects the longings of so many city dwellers.

Love of home. There are the books which express a nostalgia for home, for places we have loved, and for happy family life. This feeling is strong in *How Green Was My Valley*, in such books for younger readers as Kate Seredy's *Good Master*, Stephen Meader's *Red Horse Hill*, *Little Women*, and hundreds of others for young and old alike. I've read with great enjoyment most of the delightful books in the "Rivers of America" series, but the only one I can remember in great detail is *The Hudson* because that is the river I know best myself. Ask anyone who comes from Maine which is the finest and he will probably tell you *The Kennebec*.

Poetic Justice. It is interesting to see how strong an appeal the poetic justice theme makes to all of us. We all enjoy tremen-

dously seeing an unpleasant person get, to use an old-fashioned phrase, his "come-uppance." That, I think, is one strong appeal in *Vanity Fair*. We find it in the more recent *Wickford Point* and again in the latest book by the brilliant young author, Dan Wickenden—*Walk Like a Mortal*. This theme runs through countless books for children and young people. In these the villain often meets a justly unpleasant fate more quickly and more thoroughly than in adult books. You can think of dozens of examples like the sinister highwayman in Meader's *Who Rides in the Dark*, and they all go to show that we like to read about well-deserved retribution whether we are old or young.

Humor. And we all like books that make us laugh. Humor in books is probably more dependent on individual taste than any other kind of appeal, but we all enjoy the books which amuse us whether the book that we find funny is *Pickwick Papers* or *Junket Is Nice*, *We Married an Englishman* or *The Education of Hyman Kaplan*, *Mr. Popper's Penguins* or *My Sister Eileen*.

Imagination. Still another type of appeal, which varies as much with different people as the color of their hair but which we all like, is the appeal made by books which stir the imagination. Some books do this for most of us—*Wind, Sand and Stars*, for example, or *Listen! The Wind*. I have asked a number of people what it is they remember first about Mrs. Lindbergh's book, and I have had the same answer from all of them. It is the take-off at night when they had been held up for days by the lack of wind and those breathless moments of suspense before she knows whether this time they can really make it or not. This power of words to quicken the pulse, to give us a heightened sense of perception, can be found in all sorts of books. It is, of course, part of the essence of poetry. It does not depend on anything we have seen or known before. We can find it in books for every age, but only the writer who is really a master can often create this appeal.

Social Problems. Another type of interest applies, probably, more to adults than to children. That is contained in the book

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MICHIGAN'S PROGRAM for IN-SERVICE TRAINING

By LOLETA D. FYAN

THE Committee on Institutes and In-Service Training of the Michigan Library Association was a new committee formed this year because of the feeling that more opportunities for training in library work are needed in Michigan. Committee functions were outlined as follows:

1. To investigate the possibilities of providing added training, in two main categories: first, non-credit courses and institutes; and second, accredited courses for those working toward academic degrees.

2. To summarize and publicize all information about training courses for librarians in Michigan.

3. To continue a plan started by the Michigan Library Association during 1939 to encourage the training of group discussion leaders.

The committee members unanimously agreed that the first task was to provide non-credit summer institutes for those working in the rural communities. It was possible to complete plans for two institutes within six months only because we had discovered that the Division of Program Planning, Bureau of Agricultural Economics of the United States Department of Agriculture, provided lecturers and discussion leaders for any group of rural workers. They were particularly interested in helping in Michigan this year since

this was the first time they had been invited to provide an institute for a library group. They assured us that they would try to get any speakers we might suggest, the expense to be met by federal funds.

SUMMER INSTITUTES

Accordingly, the program for two institutes was set up around the theme: "What is a desirable rural library program for Michigan?" The topics to be covered were kept broad enough to appeal to anyone interested in library service, in the hope that the meetings would attract not only those working in rural libraries, but also board members and citizens. We heard speakers from various parts of the United States discuss broad national problems, describe their historical setting, trace the economic and social changes affecting rural life and rural library service today, and raise questions as to what part the library can play in salvaging our democratic culture. In a very real sense the institutes were "Schools for Democracy."

Speakers

The speakers were people of national reputation, representing various lines of interest. Each presented his own point of view. All reports agree that Mr. E. C. Lindeman, of the New York School of Social Work, was the outstanding speaker at Hartland. In his forceful, vivid way he described the many tides of thought affecting the situation in our country today, yet left us with a belief that the problems can be solved and that we must have a share in the solution. Mr. Alva H. Benton represented the United States Department of Agriculture at Hartland.

At Mount Pleasant, instead of these two speakers, we had Mr. Paul Johnstone of the United States Department of Agriculture who provided historical backgrounds, and

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EDITOR'S NOTE: *The pioneering efforts of the Michigan Library Association in providing further opportunities for in-service library training than those already existing in the state are being watched with keen interest by many state associations and professionally interested persons. Mrs. Fyan, chairman of the committee which instituted and carried to successful completion the first year of Michigan's in-service training program, here reports on the details and expense of this initial experiment.*

Professor J. H. Kolb, rural sociologist of the University of Wisconsin, who showed a keen interest in our problems in his talks on the work of the library and community groups. Mr. Paul Noon, Ohio state librarian, came for the last session to describe how state aid has worked in Ohio.

Several speakers came for both institutes. Dr. Allen Eaton of the Russell Sage Foundation brought us a new appreciation of the cultural heritage in our rural life, telling us "Art is anything well done. You can find it in haystacks, wood piles, or the round roofs of barns." We enjoyed him as a person. His beautiful country photographs and his wood carvings from the southern highlands added much to the meetings. Mrs. Raymond Sayre, president of the American Country Life Association and an active worker in the women's division of the National Farm Bureau, talked with us about our social and economic problems in terms of the home, the farm, and the library. Mr. John M. Brewster, social scientist from the United States Department of Agriculture, analyzed the conditions which led to our conception of "the American way of life." Mr. A. Drummond Jones from the same department was an important factor in the success of the institutes, teaching us, by example and precept, how to lead group discussions and summarizing the trend of our group thinking at Mount Pleasant.

Discussion Groups

Balancing these informational lectures were frequent periods for discussion when the members, in groups of fifteen to twenty, discussed topics of their own choice, sometimes problems within their libraries, sometimes broader implications suggested by the talks. Nineteen members, acting as leaders of these groups, were given their first experience and training in the discussion group method. The informal atmosphere of the discussion groups made it easy for every member to take part. We believe this was one of the key reasons why so many found the conferences valuable; and we therefore recommend that discussion groups be continued as a feature of the 1941 institutes.

Technical library problems were discussed

and solved informally, not through lectures. Experienced Michigan librarians acted as consultants on reference books, the selection of readable non-fiction titles, service to children and the schools, and records for the small library. Time during the late afternoon and evenings was allowed for these informal conferences and for the examination of exhibits of books, pamphlets, free maps, records, etc. Those acting as consultants on library problems included Maud Grill, Jackson County Library; C. Irene Hayner, University High School Library, Ann Arbor; Dorothy Dean and Mrs. Martha Smith, Statewide WPA Library Project; Helen Hempstead, Wayne County Library; Cecil McHale, University of Michigan Library School; Nina K. Preston, University of Michigan General Library; Elsa Struble, Alma Public Library; and Ann Wheeler, Eastern High School Library, Lansing.

Educational Experience Afforded

Since the institutes were vacation for many of those who attended, most of the evenings were left free for recreation. At Hartland, the woods and the lake invited walking, boating, and swimming. Visits to the handicraft shops, the music hall, and the library of the Hartland Area Project gave a glimpse of the enrichment of rural life taking place under the foundation created by J. Robert Crouse for his home community. At Mount Pleasant, informal singing and folk dancing in the new Union Building, an outdoor supper, and visits to the libraries in the neighborhood added variety. For many of us, Mount Pleasant marks the spot of a delightful hour of nonsense—a discussion on the social, economic, and educational implications of the story of Peter Rabbit.

No report of these meetings would be complete without mention of our hostesses, Miss Eudocia Stratton and Mrs. Florence B. Dearing, who made everyone feel at home and yet ran all the details of our living arrangements quietly and efficiently.

There were advantages in having the institutes in locations where the members lived together for several days. We stepped into a new world, removed from our everyday problems. We had so many mental experi-

ences that at the end of three days we felt we had been away from home a long time, gaining a new perspective. Shared experiences in our living together made us quickly acquainted; many of us made new friends. We hope that next year more of the members and lecturers can stay during the whole of each conference.

We were groping in these meetings for a new application of the old educational method often described as Mark Hopkins on one end of a log and the student on the other. The plan was centered around the members with every opportunity given for them to participate and to help form their own program. The contributions of the lecturers were made within the discussion groups and during private conversations as well as during their talks. We hope next year that the lecturers and staff members will have a broader understanding of the aims and that the members can have a greater part in planning the program and participating in its every phase.

We can probably best summarize the results of the institutes by quoting some of the members. One member thought the keynote of the conference was "to make ourselves aware of other peoples problems and them aware of ours." Another said, "At first I was a bit disappointed that we weren't going into the mechanics of library work, but soon I realized that our ideals of the past were being proved obsolete and new ones were being set up for us. We librarians were shown not only 'how far' but 'where to.'" . . . "The spirit (at Walden Woods) was more like that engendered by the first round table meetings than anything I have seen for years. It seemed to be a friendly, family affair and all had a share in it." . . . "Of one thing I am sure, those four days at Central State have given me a new perspective on my particular job and a spiritual enthusiasm to carry it out to the betterment of those I serve."

Altogether the institutes were a real educational experience during which new facts were heard and various opinions discussed. While there were glimpses of great problems ahead, there was also a sense of growing strength to meet them which comes through

a sharing of responsibilities with new friends and congenial associates.

1941 Plans

The committee has started plans for three institutes during 1941. We have been assured by Dr. Carl Taeusch that the Division of Program Planning of the United States Department of Agriculture will coöperate with us again and will provide speakers and discussion leaders. We have filed a special request that Mr. A. Drummond Jones continue to be the representative of the department in this work in Michigan.

Members of the 1940 conferences voted that a second series of institutes, three or four days in length, be held at Hartland and Mount Pleasant. Preliminary reservations set the dates for these two meetings between August 6 and 31, 1941. Plans are also definitely under way for a third institute to be held in the Upper Peninsula, but the time and the place cannot as yet be announced. It has been suggested that the librarians of northern Wisconsin might be interested in joining us on this project.

Training Courses

Turning to another function of the committee, the publicizing of training courses now available in Michigan, we refer you to the survey, *Library Personnel and Training Agencies in Michigan*, by Mr. John S. Cleavinger. Printed copies of this report became available in August, 1940, and can be procured from the American Library Association. This study should undoubtedly become the guide for the future activities of this committee, when a close study of its recommendations should be made.

Refresher Courses

One of the findings of the survey is that "librarians with professional education as well as those without training suffer from arrested development." Bearing on this point, the committee has been interested in refresher courses for college graduates or for those with some college training. Exploration along this line has been done by Mr. Samuel McAllister, who has conferred with the Bureau of Alumni Relations of the Uni-

versity of Michigan to see what might be offered of interest to librarians. As a first step, 850 more librarians in Michigan have been added to the mailing list of the bureau through the coöperation of Wilfred B. Shaw, the director, and will receive its three annual publications. These include announcements of the many stimulating and varied courses offered during the week of the Alumni University each year.

The University of Michigan is receptive to the idea of including a course of special interest to librarians in the Alumni University which will be held at Ann Arbor from June 24-28, 1941. Such a course can be provided if twenty professionally trained or experienced librarians with college backgrounds wish to attend. A fee of \$10 for the week admits to all the courses offered. The library course would consist of ten lectures, the theme to be worked out according to demand. Some of the subjects suggested to date are book selection, rare books and archives, and special problems for advanced catalogers.

Extension Courses

The committee has also been asking preliminary questions as to whether extension courses in library work might be given by the University of Michigan. Since a minimum of twenty-five students is necessary for a class, the most populous part of the state was chosen for investigation. A survey made by the Metropolitan Library Club showed that 110 librarians in the Detroit area were interested. Of these seventy-one were college graduates and thirty-two were undergraduates. We hope that during the coming year, conferences can be held with the proper University authorities to see what can be done to meet this interest. There seem to be two possibilities: (1) a course giving credit in the Graduate School, with students meeting the requirements of the Department of Library Science, or (2) the refresher type of course which would give no credit and would be handled through the Extension Department. We understand that there may be interest in Grand Rapids and other centers in the latter type of course.

Another piece of work started has been a

search for ways and means of providing courses which will help teacher-librarians meet the new certification requirements set up by the State Department of Public Instruction. This has been turned over to a subcommittee, with Miss C. Irene Hayner as chairman.

One more possibility should be mentioned. We recommend that more information be gathered about correspondence courses now being offered as a regular feature of the Extension Department of the University of Michigan. While it may be possible to work out some courses in this way, we doubt if many library subjects can be taught satisfactorily by correspondence because few sections of the state now have the necessary reference materials available for students.

TRAINING GROUP DISCUSSION LEADERS

The third major function of the committee was to continue to encourage the training of group discussion leaders. In this endeavor the Michigan Library Association had made the initial contact with Mr. A. Drummond Jones and, after several preliminary meetings, found much interest in such a plan among the members of some twenty-five state-wide organizations.

During December, 1939, a series of six all-day conferences for the training of leaders for group discussion were held at East Lansing, Kalamazoo, Big Rapids, Saginaw, Ann Arbor, and Detroit. Mr. Jones acted as the leader and instructor at four of the meetings; Mr. O. Ulrey of Michigan State College at two. The meetings were well attended and, we believe, spread an understanding and interest in group thinking. There may have been significance in bringing together people from many backgrounds around a common interest.

The response was so decided that more single-day institutes of this kind are to be held this winter. The first week in December six more conferences for discussion leaders will be held in the northern section, with Mr. Alva H. Benton as leader. Tentative locations include Traverse City, Mount Pleasant, Grand Rapids, and Saginaw. In January, we hope to have another group of

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State Certification Requirements for Michigan School Librarians

By ANN WHEELER

THE new certification requirements for school librarians, which become effective July 1, 1942, mark a happy milestone in school library progress in Michigan. As part of a state code for teachers, these requirements represent the minimum legal standard required throughout the state by the Department of Public Instruction for certification purposes. While not insuring perfect library service in the schools, it is a hopeful first step toward a state-wide improvement of the service.

More and more our schools are expanding their curricula, more and more our teachers are requiring supplementary materials of all kinds, (books, magazines, pamphlets, pictures, visual and auditory aids) to make their teaching vivid and to keep abreast of the fast-moving times. How and where to secure these materials, how to select those best suited to the needs of boys and girls, how to organize and equip a library to service these aids wisely and economically is the work of the school librarian.

It requires a background of special knowledge and training on the part of the librarian to bring this service to children and teachers

in our schools. The new certification code will aid in the realization of better service for these growing school library needs by requiring personnel who present certain training qualifications for their work.

Librarians and school administrators alike should be thoroughly familiar with the provisions of the Michigan Teachers Certification Code relative to school librarians.

For purposes of teacher certification, a school librarian is considered a teacher. Therefore, any person newly employed as a full-time school librarian or as a part-time school librarian is required to hold a valid Michigan certificate. Such certification is necessary to qualify the school district for obtaining state school funds and to qualify the certificated school librarian for participation in teacher-retirement benefits.

The provisions of the Certification Code are as follows:

1. The candidate must be the holder of a Bachelor's Degree from an accredited institution, must have completed one major of 24 semester hours, two minors of 15 semester hours each, and 20 semester hours of Education, including 5 semester hours of Directed Teaching.

2. The school librarian or part-time school librarian must have completed a Library Science major or minor. (A major is 24 semester hours or 30 term hours; a minor is 15 semester hours or 23 term hours.)

3. A candidate presenting only a Library Science minor will be qualified to receive an elementary or secondary certificate only. (Not both.)

4. A school librarian may substitute 3 semester hours of library "methods" for the required 3 semester hours of "methods." Five semester hours of library "practice" may be substituted for the required 5 semester hours of Directed Teaching. 3 semester hours of General Psychology may also be applied for

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EDITOR'S NOTE: *At the Michigan Conference of City Superintendents held at Traverse City last September, Supt. Otto Haisley of Ann Arbor discussed certification of school librarians. A firm believer in the necessity for specialized library training for those who take charge of school libraries, Mr. Haisley pointed out that the next step is for teacher-training institutions to provide a minimum of training in the use and operation of the school library for all prospective teachers. He recommended that a committee be appointed to study the development of such library courses. The Conference included this recommendation in a resolution.*

certification. Hence it is possible to meet the professional requirements for certification by presenting the above listed courses and an additional 9 semester hours of Education in accordance with the directions of the institution recommending the certificate.

It must be clearly understood that the requirements listed above are minimum ones for certification purposes only. Local school boards, teacher-training institutions, and accrediting agencies may have additional requirements. For instance, any high school accredited by the North Central Association must employ librarians who meet North Central Association requirements. For further information or for answers to specific questions, school administrators or prospective librarians are urged to write to the Department of Public Instruction in Lansing.

Holders of College Life Certificates or Provisional Permanent Certificates who are interested in becoming qualified as school librarians may do so by presenting a minimum of fifteen semester hours in library science or by completing a full course of study in a school of library science. Fifteen hours of library science qualify a teacher for a part-time library position; twenty-four for full-time work.

The foregoing regulations are not retroactive and are not applicable to candidates holding positions prior to the effective date (July 1, 1942) of the regulations for the certification of school librarians. Such candidates may continue in the same system with the same training, but must meet the new requirements if a change is made to another school system.

The Certification Code represents a great deal of strenuous effort and hard work on the part of school librarians and educators in Michigan. Certification for school librarians had been a goal of wishful thinking on their part for many years before action was finally started which resulted in the formulation of the code.

In the year 1932, the School Library Section of the Michigan Library Association appointed a committee to investigate the need for certification of school librarians in the State of Michigan. The initial step in the work of this committee was to call in

representatives of various interests, namely, the State Department of Public Instruction, the North Central Association of Secondary Schools, the Director of the Division of University Inspection of High Schools, and the then existent State Supervisor of School Libraries. This group felt that the first thing to do was to define the terms "school librarian" and "teacher-librarian" and to find a common ground of discussion acceptable to both librarian and school administrators. It was also decided that a survey of school and library conditions in the state should be made and statistics compiled on the status and training of school librarians already holding positions in the state.

During the next four years the Certification Committee of the Michigan Library Association worked on a possible plan of certification for school librarians. Plans of other states were carefully studied, all available material on the subject of certification was read and many persons interested in its application in Michigan were consulted. It was discovered that certification for librarians who work in schools was a many-sided problem when it was necessary to decide who and what should be included in its provisions.

In the spring of 1936, the Michigan State Board of Education, through a committee headed by Dr. John R. Emens of the State Department of Public Instruction, revised the code for teachers' certificates and announced that school librarians were to be considered as special teachers and as such must hold special teachers' certificates after June 1939.

The Certification Committee after carefully studying the provisions of the new code felt that it was inadequate and that it would be unsatisfactory to the majority of school librarians within the state. They also decided that the code brought to light, more than ever before, the necessity for a clarification of the status of the school librarians within the state. The members of the committee and a great many school librarians felt that provisions of the code should be changed to more nearly meet the needs of all concerned.

Recommendations for these changes in the

provisions of the code were made by the committee and presented to the Extra-Legal Advisory Planning Commission of the State Board of Education for their approval in October 1939. This Commission thoroughly reviewed all points of the revision and final approval of the revised code was given in

the spring of 1940.

The Certification Code is now a law; as such it should be studied by librarians and school administrators and its provisions conformed to. It is a far step in the direction of perfecting school library service in Michigan.

Library Personnel and Training Agencies in Michigan *A Review of the Cleavinger Survey*

THE Michigan Library Association's active efforts to further a program for the extension and improvement of library service on a state-wide basis had its beginning five years ago with a report from the first Planning Committee.

That committee and subsequent ones had to base their recommendations on findings of a very general character pertaining to financial support and areas served and in part on assumptions based on such general and relative facts.

In 1938 the Planning Committee took definite steps to secure more specific information on personnel, salaries, training, and experience. The Junior Members Round Table assumed the responsibility for the circularization of information blanks to libraries in operation at that time. The committee also faced the problem with regard to revised certification laws and training difficulties for school librarians. Eventually this move led to a request to the Board of Education for Librarianship of the American Library Association for a competent and adequate survey of personnel. The Board found it possible to meet this request, and secured John S. Cleavinger of the School of Library Service, Columbia, to make this survey. It will be remembered that Mr. Cleavinger spent several months in Michigan in the autumn of 1938. The result of the survey is now available in published form entitled *Library Personnel and Training Agencies in Michigan: a Survey for the Board of Education for Librarianship of the American Library Association* by John S. Cleavinger.

The findings and recommendations of this report provide a plumb line and chart

which we are sure will be used for many years to come by those working to achieve the objectives which the Michigan Library Association has set for itself.

The survey is not a critical estimate of the kind of service rendered throughout the state and does not specifically involve quality of service except as reflected by financial support and personnel standards. However, factors such as government authority, units of organization, and library legislation necessarily have a bearing on personnel and service. Therefore, the recommendations and comments on such related matters are important and vital.

Sources of information for the study included the information blanks which the Junior Members Round Table turned over to Mr. Cleavinger and *Public Libraries in Michigan, 1936-1937* prepared by the Michigan State Library. These were supplemented by knowledge and impressions gained by visits to approximately one hundred libraries including forty-six municipal and township libraries, nine county libraries, twenty-eight school libraries, and fourteen college libraries.

A series of tables sets forth general education, professional training, and salaries of librarians in all fields. The public libraries are classed in accordance with the schedules set up in the American Library Association's *Classification and Pay Plans*. The school library tables are based on enrollment figures. The Detroit Public Library, Wayne County Library, Detroit school libraries, and the General Library of the University of Michigan are treated separately. Space does not permit discussion of these tables. However,

it can be said that they help to make definite some of the needs which form the background of the State-Aid and State-Board laws.

Throughout the study, emphasis is placed on the personnel of the governing bodies. The need for well-informed, alert, responsible school authorities and library boards and the importance of the role they play is repeatedly stressed.

With regard to training, reference is made to the need for provisions of training opportunities for teacher-librarians in small schools which should be closely correlated to certification requirements. It is also pointed out that in-service training programs for personnel in all types of libraries should be developed.

FINDINGS AND RECOMMENDATIONS

Findings and recommendations are tabulated at the beginning of this study and bear in part on the following:

Findings: That legislation is enlightened and flexible; that fifteen mill tax limitation has resulted in impaired incomes; that the State Library is able under law to play more important part in state-wide development than it has to-date; that improvement in preparation for library work is increasingly evident; that library salaries are low; that smaller libraries suffer from isolation.

Recommendations: That the State Board for Libraries and State Library be removed from political influence; that the State Library increase its extension service; that state aid be continued; that governing authorities adopt a personnel program; that provisions be made for pension plans; that the State Board for Libraries adopt a certification plan; that the State Board for Libraries set up a rating scale for public libraries; that the State Department of Public Instruction clarify requirements for certifying teacher-librarians and school librarians; that libraries make use of legal means for consolidating into larger units; that training facilities be amplified in several designated ways.

In his closing remarks Mr. Cleavinger says: "Under the recent forward-looking legislation, Michigan has a magnificent opportunity to develop a library service that will reach every person in the state, and to take

the leadership among the states in the development of a state-wide fabric of libraries."

The Michigan Library Association will continue its efforts to further this program. Mr. Cleavinger's study, we believe, can assume a place as a handbook for those responsible for determining action on what must be recognized as a very broad front.

RUTH RUTZEN

Training for Teacher-Librarians

IN August Frances Hannum of the Ann Arbor Public Library, as president of the Michigan Library Association, called together the members of the former Certification Committee to discuss the implications of the new certification requirements for school librarians. This group formed a sub-committee of the Committee on Institutes and In-Service Training and consisted of Ann Wheeler of Lansing, Edith King of Jackson, Bessie Jane Reed of Kalamazoo, and C. Irene Hayner of Ann Arbor, Chairman.

The most obvious result of the new certification requirements seemed to the committee to be courses in our teacher-training institutions by which people might receive the training necessary for certification. Judging from the Cleavinger report, *Library Personnel and Training Agencies in Michigan*, there appeared to be sufficient courses available for training full-time school librarians but not for training teacher-librarians. So the committee undertook to investigate plans and possibilities among the various teacher-training institutions for setting up such courses. Also they investigated courses for teacher-librarians in other states and consulted the American Library Association Board of Education for Librarianship for recommendations. In order to get some idea of the apparent needs of teacher-librarians and to discover the possible foundation for courses for training them, the committee asked a group of full-time and part-time school librarians to list the techniques and concepts which they felt most essential for a teacher-librarian.

With these materials as a basis of discussion, the committee called meetings with representatives of the state teacher-training institutions, the State Department of Public Instruction, the University of Michigan Bureau of Cooperation, the State Supervisor of WPA School Library Projects, and two teacher-librarians to talk over possibilities and to try to form some unified ideas for any course to be set up in the state.

The committee is keeping closely in touch with the state Committee on the Revision of the Secondary School Curriculum and the Committee on Teacher-Training Curriculum, and it is hoped that whatever courses are finally adopted in the state will be sound in both theory and practice. So little has been done in this field that Michigan is really doing pioneer planning.

In-Service Training

(Continued from Page 16)

similar meetings in six southern locations under the leadership of Mr. Jones. This work is being carried out by a joint committee representing this association, Michigan State College, the Farm Bureau, WPA, and Central State Teachers College. Notices are to be sent to all libraries.

EXPENSE OF THE PROGRAM

A final duty is to bring you a summary of the expenses of this committee. To give you the complete picture, this must start with a long list of generous donations. The expenses of all speakers and of the trained discussion leaders were met by federal funds. Much of the publicity and postage was carried by Central State Teachers College by including information in numbers of the *Appleblossom* and the *Centralight*, and by distribution of 2500 programs. All libraries in the state are now on the mailing list for these publications from Mount Pleasant. Everyone who enjoyed Walden Woods is appreciative of the contribution made by Mr. Crouse and the staff of his foundation in providing such facilities at so low a cost. The libraries and institutions of each committee member and the members themselves have each made financial donations. Almost

every library group in the state coöperated and helped with the publicity.

I—INSTITUTES

Income

Hartland—83 full-time registrations.	\$487.60
Part-time registrations and extra meals	62.21
	549.81
Mount Pleasant—Rooms	130.00
Meals	172.53
Registration Fees	32.50
	335.03
	\$884.84

Expenses

To Walden Woods	514.57
To Central State Teachers College. 1000 programs, reprints of <i>Appleblossom</i>	317.99
	10.00
	\$842.56

Balance to Michigan Library Association	\$ 42.28
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II—SUBCOMMITTEE ON TRAINING FOR TEACHER-LIBRARIANS

Notices and letters	3.89
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III—GENERAL EXPENSES COVERING ALL ACTIVITIES

Travel for committee meetings	145.80
Postage	2.16
Telephone	.65
	148.61
	\$152.50

Net cost to Michigan Library Association	\$110.22
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The Committee on Institutes and In-Service Training has been a hard-working, enthusiastic group, with every member keenly interested in the tasks to be done. Committee members were: Constance Bement, State Library, Lansing; Mrs. Florence B. Dearing, Cromaine Library, Hartland; Elizabeth L. Ellison, Public Library, Marquette; Mrs. Mabel Ford, Trustee, Jonesville; C. Irene Hayner, University High School Library, Ann Arbor; Samuel W. McAllister, University of Michigan Library, Ann Arbor; Lucile Monroe, Carnegie Public Library, Iron Mountain; Eudocia Stratton, Central State Teachers College, Mount Pleasant; Elizabeth A. Windsor, Public Library, Muskegon; Mrs. Zoe Wright, W. K. Kellogg Foundation, Battle Creek; and Mrs. Loleta D. Fyan, Wayne County Library, Detroit, Chairman.

"I Like This Book Because--"

(Continued from Page 12)

which crystallizes or dramatizes a social problem in which we are concerned. *The Grapes of Wrath* is such a book. Its immense popularity in the East was due, I believe, partly to its poignant picture of conditions for which we all feel responsible and partly because the setting for this particular story was so comfortably far away. The immense enthusiasm for some of Dickens' books can be traced to this appeal, and the reason why some of them seem outdated now is that they present problems which are no longer vital. *Uncle Tom's Cabin* is another famous example here, and certainly *In Place of Splendor* and *Reaching for the Stars* found many readers because of this type of interest.

Human Nature. The appeal which goes deeper and lasts longer than any other is found, I think, in the book which gives us confidence in the essential decency of human nature, which shows that people do have courage and tenderness, independence and honesty. This, among many other reasons, is why we all like *The Yearling*, and it is why *Abraham Lincoln*, *The War Years* stirred us so deeply.

Excitement. I have left until last one reader appeal which perhaps is the most universal of all—excitement. Here is the place where radio and movies do affect people's taste in reading if they really do at all. Never a dull moment is the first principle of the movies and of radio programs, and the high-powered excitement and horror which they provide may possibly take the edge off our enjoyment of the milder thrills which books, without the aid of sight and sound effects, can give us. I recently read the script of a radio program to be given over a national hook-up. This was one of the instructions to the director of sound effects. "Do not," it said, "have sound effect for tearing arm out of socket. Imply it." In a way books can't compete with that particular brand of excitement, but there is plenty to be found in books and all of us enjoy it. We can find it in *Rebecca* or *Mystery of Pirate's Point*, *Escape*, or *Treasure Island*, *Verdict of Twelve*, or *The Dark Frigate*.

I haven't even mentioned the whole field of reading for information, but that, it seems to me, is a comparatively simple matter. The problem there for the librarian and for the publisher is to choose books which present accurately and interestingly the subjects which people want to be informed about. In the field of books to read for pleasure, I believe that librarians and publishers look for the same characteristics both in adult and children's books: literary quality, honesty, and reader appeal.

One New for Five Old

(Continued from Page 9)

questions asked of the consultants. Junior and senior high school students from every community spent hours browsing among the books and listening to book talks by the various consultants. For all of them new stimuli and new values were created.

One was impressed by the groups of various interests represented at each of the Fairs. Business people such as beauty parlor operators, waiters, salesmen and secretaries were seen examining books in a wide variety of subjects. Then too, either in groups or individuals, one saw club women, parents, ministers, lay citizens interested in the schools, or in children, as well as librarians, teachers, and library board members. In fact, each Fair seemed a perfect example of democracy in action, an entire community (both rural and urban) coöperating on a desirable project, thoroughly sold on the idea of such coöperation and willing to make the necessary adjustments to insure its success.

It is the further policy of the W. K. Kellogg Foundation regarding books to try to make people want to have not only adequate libraries with good books but also a form of community exchange of books between libraries and schools and between libraries and libraries. What good are good books if they are captive—unavailable? Let us make the library an active educational and recreational force in the community.

"No matter what his rank or position may be, the lover of books is the richest and happiest of the children of men."

Association News

STATE-AID AMENDMENT

THE Legislative Committee under the chairmanship of Jeanne Griffin, Public Library, Kalamazoo, with Maud E. Grill, Jackson County Library, and Douglas Bryant, Public Library, Detroit, as co-chairmen, is working on an amendment to Act No. 315 of Public Acts, 1937, which established state-aid grants to libraries.

ANNUAL CONVENTION DATES

The 1941 annual convention of the Michigan Library Association will be held at Traverse City commencing on Wednesday, October 22, and continuing through Saturday, October 25. Headquarters of the Association will be at the Park Place Hotel.

SUMMER INSTITUTES

Tentative dates for the three 1941 summer Institutes sponsored by the Michigan Library Association with the cooperation of the United States Department of Agriculture are: Waldenwoods, Hartland, Thursday, July 31 to Sunday, August 3; Camp Shaw, Chatham, Friday, August 8 to Sunday, August 10; and Central State Teachers College, Mount Pleasant, Wednesday, August 13 to Saturday, August 16. The programs and further announcements will appear in a later issue of the *Michigan Librarian*.

SCHOLARSHIP FUND

The Michigan Library Association's Scholarship Fund, announced at the dinner honoring the past presidents of the Association in Grand Rapids, October 17, 1940, has now reached a total of \$155. All but two dollars of the fund was contributed by past presidents. A committee under the chairmanship of Nina K. Preston, University of Michigan, Ann Arbor, assisted by Helen Crane, Public Library, Detroit, with Mrs. Loleta D. Fyan, Wayne County Library, Detroit, and Chairman of the Institute and In-Service Training Committee as member ex-officio, is working on plans for awarding scholarships and continuing the scholarship

fund. At present, it is planned to have scholarships available for the Institutes this summer.

THE MICHIGAN LIBRARIAN

A reorganization of the *Michigan Librarian* editorial and business staff is soon to be effected. Under the new plans, the treasurer of the Association will assume the business management of the official organ. It is hoped that the reorganization will more evenly spread responsibility and assure greater efficiency of operation. Editorial policies will be revised when the personnel of the Board has been determined. Plans are being made for greater frequency of publication. Subscribers and advertisers are assured of time extensions on subscriptions and contracts for agreed issues.

Margaret Mann

Scholarship Award

THE first award of the Margaret Mann Scholarship for students of Library Science at the University of Michigan has been made to Elizabeth Dew of Arkadelphia, Arkansas.

This scholarship was established in 1938 by gifts from the University of Michigan Library Science Alumni Association, the Ann Arbor Library Club, associates, and former students as a tribute to Professor Margaret Mann, a member of the staff of the Department of Library Science from 1926 until her retirement in 1938.

Miss Dew, who is at present a student in Library Science at the University of Michigan, is a graduate of Barnard College, where she was elected to Phi Beta Kappa. She majored in chemistry and was for three years an analytical chemist in the Chemical Division of the U. S. Rubber Company at Naugatuck, Connecticut, and is preparing for library work in a chemical or other scientific library.

WITH the exception of the "Around the State" department, all the regularly featured departments of the *Michigan Librarian* have been omitted in this issue to make room for other material.

AROUND THE STATE

Mileposts of Progress

SEVERAL new library services were instituted by the University of Michigan Library with the opening of the past fall semester. A new library especially designed for the service of graduate students has been opened in the School of Education, with a nucleus of over 2000 bound volumes and 1000 pamphlets from Professor Arthur B. Moehlan. In order to furnish required and other reading for freshmen in the Colleges of Literature, Science, and the Arts, and of Engineering, reading rooms are being established in the West Quadrangle and in Jordan Hall which together house about half of the freshman students. Dr. Bishop hopes that these new services outside the General Library building will relieve the pressure on the study halls located there.

The third annual Book Fair sponsored jointly by the Institute and the Flint Public Library was held October 20-27 at the Flint Institute of Arts. The fifty best books of 1940 formed the central exhibit, while original illustrations for books and jackets, fine bindings, and early examples of printing featured typical surrounding exhibits.

On Sunday, November 12, the Hoyt Public Library, Saginaw, celebrated its fiftieth anniversary. Open house was held throughout the day and hundreds of persons, both patrons and visiting librarians, had a look behind the scenes of a modern library system. Especially interesting was the display of books popular fifty years ago, selected from the original Hoyt Collection by the Librarian, Beatrice Prall.

Remodeling of the public library was recently completed in Ferndale. It was formally opened on September 17. Mrs. Etta M. Vivian is the librarian.

Students returning to Michigan State College this fall were greeted by a newly

decorated Library. Library space had also been increased to take care of about 125 additional students by adapting the third floor, formerly a museum, to use as a reading room.

First activity of the Metropolitan Library Club of Detroit for the current club year was a tea, held at the new Mark Twain Branch of the Detroit Public Library on Wednesday afternoon, November 13.

An appropriation of \$7000 for 1941 has been announced for the Ingham County Library, with headquarters located in Mason. This amount, voted by the Ingham County Board of Supervisors, is the largest ever received by the library.

The Ladies Library of Augusta has recently been made a free public library and will receive financial support from the village. Mrs. Emma Kent is chairman of the Library Board.

Scottville, after many months of planning and construction, has a new public library. Sponsored by many of the community's organizations and individuals, the modern new building reflects civic pride. President of the Library Board is Ralph Reeds, and the librarian is Mrs. Sadie Fisher.

The first fall meeting of the Detroit Junior Librarians took place Sunday afternoon, October 27th. The group made a tour of the Cranbrook Academy of Art and Institute of Science at Bloomfield Hills and then had Sunday night supper at Devon Gables Tea Room.

At Covert, the Township Library has moved into a building of its own, a gift of Dr. and Mrs. O. M. Vaughn.

The Lansing Public School Library is opening a new branch about December 1. It is to be known as the East Side Branch and

will be located in the Bingham Street School.

Hazel Park boasts a new library building, constructed entirely by volunteer labor to an estimated number of 1000 persons. The cornerstone was laid on September 28 and it is expected that the interior will be finished in December. The librarian is Mrs. Dorothy Monroe; the president of the Library Board is James R. Trembath.

A new ground floor building gives the Chelsea Public Library much better quarters than formerly. Mrs. George W. Walworth is the librarian.

Ann Arbor Junior Librarians had their first meeting of the year on October 24 and elected the following officers: President, Olivia Petrell; Vice-President and Social Chairman, Edward Heintz; Secretary-Treasurer, Rose Faucher.

Librarians Come and Go

SEVERAL members of the University of Michigan 1940 class in Library Science have accepted positions within the state. Yvette Knickerbocker is now Senior Assistant at the Royal Oak Public Library; Alice Moore and June Smeck are assistants in the Detroit Library; Norma E. Ford has accepted the post of Assistant Librarian of the Chrysler Corporation Engineering Library, Detroit; and Geraldine Ferring has become Assistant Librarian at Northern State Teachers' College, Marquette.

Mrs. Esther Warren Loughin, formerly a member of the Public Relations Division of the American Library Association, is now Assistant Reference Librarian of Michigan State College, East Lansing.

Julia Learned, formerly with the Medical Library of the Ford Hospital in Detroit, has accepted the position of W.P.A. librarian in the Upper Peninsula.

During the summer and fall, several persons, among them recent library school graduates, have joined the staff of the Detroit

Public Library. They include Marguerite Mather, Rose Cohen, Mrs. Evelyn Bowen, Mary Dickey, Jean McMillan, Margaret McLeod, Virginia Damm, Josephine Harbridge, Muriel Jackson, Alice L. Moore, Doris Mullen, Naomi Picquet, Betty Pryor, Emily Reed, June Smeck, and Ruth White.

Floyd E. Orton, who has been in charge of the Physics Library at the University of Michigan for the past two years, has gone to La Grande, Oregon, where he will assume his duties as librarian of the Eastern Oregon College of Education.

Several of those who received degrees in Library Science at the University of Michigan have been appointed to positions within the General Library. Jean Ericson is now General Service Assistant; John E. Alden is assistant in the Order Department; J. Sykes Hartin is assistant in the Graduate Reading Room for Modern Languages; Samuel Sass is assistant in charge of the Physics library. Five have been added to the Catalog and Classification Departments: Charlotte Rabbe, David C. Appelt, Mildred Schubert, Louis Slabosky, and Elly van Aalten, formerly of the Rotterdam Public Library.

Mary Jane Stuart is a new assistant at the Hoyt Library loan desk, Saginaw.

Three members of the Catalog department of the University of Michigan Library have recently accepted positions elsewhere. Frances Hamman is now Head cataloger at Kansas State Teachers' College Library, Emporia; Nicoletta Marketos is cataloging at Temple University Library, Philadelphia; while Donald Rod is now Assistant Librarian at Luther College, Decorah, Iowa.

Wayne Hartwell, formerly General Service Assistant in the University Library, has joined the staff of Swarthmore College Library as Reference Assistant.

Jean Mills is now Children's Librarian of the Branch Department of the Flint Public Library. She succeeds Winifred Moffet who resigned to be married.

Harland A. Carpenter, Assistant Professor of Library Science at the University of Michigan from 1935 to 1937, has become Librarian of Wilmington Institute Free Library, Wilmington, Delaware.

Lois Reilly has joined the staff of the McGregor Public Library, Highland Park.

Laura Biddle has resigned her post as assistant in the Medical library at the University of Michigan to become Assistant Librarian of Henry Ford Hospital Library, Detroit.

Ella Jean Conley, formerly of the staff of the Wayne University Library, is now Librarian of the Courville Elementary School, Detroit.

Harriet Brazier, a recent graduate of the University of Illinois Library School, has been added to the staff of the Hoyt Public Library, Saginaw, as an assistant in the Juvenile Department.

Cupid Enters the Stacks

INTRA-LIBRARY weddings seem to be the order in Ann Arbor. Milma Petrell, a 1940 graduate in Library Science, and Gerhard B. Naeseth, former Senior Cataloger at the Law Library were married August 25. They are making their home in Stillwater, Oklahoma, where Mr. Naeseth has accepted a position as head of the Catalog Department of the Oklahoma A. and M. College Library. Marian McAmbly, formerly assistant in reclassification at the University Library, and J. J. Carroll of the Order Department were recently wed in Ann Arbor. On September 14, Geraldine Kohler of the Circulation Department of the University Library and Frederick Dobson, formerly of the Order Department of the same library, were married at the Michigan League.

Lodisca Payne of the Kalamazoo Public Library was recently married to Glenn Alway. They are at present residing in Ann

Arbor, where Mrs. Alway is on leave of absence to attend the University of Michigan Library School.

Dorothy Kyser, a member of the staff of the McGregor Public Library, Highland Park, until August 1, was married to Roy Smith, also of that city.

Cupid is working overtime at the Monteth Branch of the Detroit Public Library with an ought-to-be record of six weddings in six months. Participants in this mass matrimony were: Louise Bonneau and Robert Diehl; Prudence Sprague and Lieutenant Rollie N. Blancett, who are living in Berkeley, California; Annette Crocker and Stuart H. White; Leone Ferguson and William Schneider; Jane Pense and Jack Bradley; and Dorothy McSkimin and Walter Kersten.

Mary Jane Swift of the Circulation Department of the Flint Public Library was married in October to Howard Johnson.

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